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ABSTRACT

Intended to assist interested persons to identify research on minority youth in various areas believed to shape the manner in which these students learn, this bibliography cites approximately 1,273 materials, published primarily between 1950 and 1979, basically dealing with Black, Hispanic (especially Mexican American), and Native American youth, although some references point the user to studies conducted among Asian American students. While the greater part of the entries refers to studies on minority youth, some references have been included because of their generic contribution to the field. Entries, listed alphabetically by author, are divided into 10 topical categories: values and cultural distinctives (192 entries); family and socialization practices (154 entries); self-concept (277 entries); motivational factors (135 entries); cooperation and competition as achievement models (71 entries); sex role expectations (86 entries); role models (20 entries); peer influence and reinforcement (42 entries); teacher/student expectations and performance (176 entries); and instructional strategies (120 entries). (NQA)

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FACTORS THAT AFFECT LEARNING AMONG MINORITY YOUTH: A PARTIAL BIBLIOGRAPHY

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FOREWORD

The purpose of this bibliography is to assist interested parties to identify research on minority youth in various areas that are believed to shape the manner in which these students learn.

The materials listed herein basically deal with Black, Hispanic (especially Mexican-American), and Native American youth, although some references point the user to studies conducted among Asian American students.

This is not an exhaustive set of bibliographies; and it will be quickly noted that some areas have substantially more entries than others, mostly because researchers have investigated some areas (i.e., self concept) more intensively than others (i.e., role

models).

While the greater part of the entries refers to studies on minority youth, some references have been included due to their generic contribution to the field.

Sequencing of the various fields of study begins with the more broad-based areas of values and socialization practices; proceeds to a number of areas that have to do with individual traits such as self concept and motivational orientations; then includes areas of study that describe the individual *vis-à-vis* other family members and peers; and finally, concludes with two areas that deal with student-teacher interactions, namely, teacher expectations and instructional strategies.

My sincere appreciation is extended to Sandy Gonzales and Dave Arteaga, research assistants who worked

so diligently to locate the listings.

Inclusion of any reference does not necessarily imply endorsement of the content.

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I

VALUES AND CULTURAL DISTINCTIVES

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III

SELF CONCEPT

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IV

MOTIVATIONAL FACTORS

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IX

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